



Functional Independence

English Language Arts

Official Released Items

Grade 5

Fall 2008
Official Released Items

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The Grade 5 Functional Independence English Language Arts Assessment was administered for the first time in Fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2008 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2008 Grade 5 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Functional Independence - English Language Arts

| Assessment Component | Number of Core Items | Number of Released Items |
|---|-----------------------------|---------------------------------|
| Part 1 Accessing Print - Word Recognition | 20 | 4 |
| Part 2 Accessing Print - Text Comprehension | 3 passages/ 7 items each | 1 passage/ 7 items |
| Part 3 Expressing Ideas | 1 prompt | 1 prompt |

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PART 1

ACCESSING PRINT - WORD RECOGNITION

DIRECTIONS: Read each sentence. Then choose the word that belongs in the sentence.

R1 Emily saw a bird in the tree. It was sitting in a _____.

A noise

B nose

C nest

R2 It is cold outdoors today. Tom will wear a coat and a _____.

A hen

B house

C hat

R3 Steven has chores to do today. He has to cut the _____.

A grass

B grocery

C ground

R4 Maria is not feeling well in school today. She wants to go _____.

A here

B help

C home



Do Not Continue.



Do not continue until instructed to do so.

PART 2

ACCESSING PRINT - TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

Released Passage**Music of Detroit**

Motown Record Company is a famous recording label that was started in Detroit, Michigan. The job of a recording label is to find musicians and singers. Then, they work with these artists to record and sell their music. By doing this, recording labels help bring music to millions of people just like you and me.

Berry Gordy, Jr. created the Motown Record Company in 1959. In fact, Gordy was the first African American to own a recording label. Gordy was a great businessman. He found artists with great musical talent and turned them into big stars. He worked with music legends, such as Smokey Robinson, Stevie Wonder, and Diana Ross.

In the beginning, Motown Record Company was a very small business. Gordy bought a house in Detroit, which he named "Hitsville, U.S.A." This house became his family's home. It also became the home of Motown Record Company. At first, all of the company's music was made in the basement of Hitsville, U.S.A. This was where Gordy had built a recording studio. Musicians were welcome to play and record there any time, day or night.

However, Motown Record Company didn't stay small for long. The music the company made was unique. It had a new and different sound, which people loved. It was unlike anything they had ever heard before. By the 1960s, Motown had recorded 110 songs that made it to the Top 10 on the radio. Motown Record Company sold millions of records. By the 1970s, Motown Record Company was one of the largest recording companies in the world.

Today, people everywhere still listen to Motown music. The sound created at Hitsville, U.S.A. changed popular music forever.

R5 What is this passage **mostly** about?

- A** a successful businessman
- B** a music legend
- C** a famous record company

R6 According to this passage, what do recording labels do?

- A** They build musical houses in Detroit.
- B** They work with musicians and sell music.
- C** They make musical instruments.

R7 Who started the Motown Record Company?

- A** Berry Gordy, Jr.
- B** Stevie Wonder
- C** Diana Ross

R8 What would be another good title for this passage?

- A** *Number One Song*
- B** *A Music Store*
- C** *The Motown Sound*

R9 What was special about Hitsville, U.S.A.?

- A** It was the place where Smokey Robinson lived with his family.
- B** It was the first home Berry Gordy built in Detroit.
- C** It was where Motown artists recorded their music.

R10 Which words in the passage help you understand what unique means?

- A** ever heard before
- B** stay small for
- C** new and different

R11 According to this passage, why did people love Motown music?

- A** because it was from Detroit, Michigan
- B** because it had a new and different sound
- C** because it was like other music on the radio



Do Not Continue.



Do not continue until instructed to do so.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

R12 Released Prompt: Tell about what you would like to be when you grow up. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?



Do Not Continue.

Scoring Rubric – Grades 3-8 and 11

| | Writing | Drawing |
|----------|--|--|
| 4 | The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding. | The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding. |
| 3 | The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding. | The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding. |
| 2 | The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult. | The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult. |
| 1 | The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible. | The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible. |

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

Because the assessment was administered during the **fall** of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 5 assessment will measure Grade 4 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

| Released Item Number | EGLCE Code | ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor | Answer Key |
|----------------------|-----------------|---|-----------------------|
| | | ACCESSING PRINT | |
| | | Part 1 - WORD RECOGNITION | |
| R1 | R.WS.04.FI.EG03 | Recognize frequently encountered words | C |
| R2 | R.WS.04.FI.EG03 | Recognize frequently encountered words | C |
| R3 | R.WS.04.FI.EG03 | Recognize frequently encountered words | A |
| R4 | R.WS.04.FI.EG03 | Recognize frequently encountered words | C |
| | | Part 2 - TEXT COMPREHENSION | |
| | | Informational Passage | |
| R5 | R.CM.04.FI.EG02 | Identify main ideas and details | C |
| R6 | R.CM.04.FI.EG02 | Identify main ideas and details | B |
| R7 | R.CM.04.FI.EG02 | Identify main ideas and details | A |
| R8 | R.CM.04.FI.EG02 | Identify main ideas and details | C |
| R9 | R.CM.04.FI.EG01 | Make inferences, predictions, and conclusions | C |
| R10 | R.WS.04.FI.EG07 | Use context clues | C |
| R11 | R.CM.04.FI.EG02 | Identify main ideas and details | B |
| | | EXPRESSING IDEAS | Score Points Possible |
| R12 | W.GN.04.FI.EG01 | Write/draw personal narrative | 4 |



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